

Eckington School

Careers Policy

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Eckington School

Chorus Education Trust



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1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Take into account the individual needs of all pupils to tailor the programme accordingly and provide the right level of support
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory [Careers guidance and access for education and training providers](#).

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the [Skills and Post-16 Education Act 2022](#). It explains that our schools must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13 about their education or training offer. For more detail on these encounters, see our provider access policy statement, which you can find on the school websites.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022, which amends the existing duty in The Education Act 1997, so that:

- Our schools must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that we publish information about the careers programme on our website, and that it is communicated in a way that enables learners, parents and carers, staff, and employers to access and understand it. This includes:

- The name and contact details of the careers leader



- A summary of the careers programme
- Details of how pupils, parents and carers, teachers, and employers can access information about the careers programme
- How our school measures and assesses the programme's impact on learners
- The date by which we will review information

We also act in line with our statutory duty under the provider access legislation (also known as the 'Baker Clause'), to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found on the school website.

This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will:

- Actively engage in setting the direction for a whole-school approach to careers guidance with the headteacher, to make sure it is aligned with the school's vision, priorities and development plans
- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Maintain strategic oversight of the school's legal and contractual requirements for careers guidance and hold senior leaders to account for delivering against those requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure that independent careers guidance is provided to all pupils throughout their secondary education (11 to 18 year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that arrangements are in place for the school to meet the legal requirements of the provider access legislation, including that the school has published a provider access policy statement
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website

3.2 Headteacher

The headteacher will:



- Work with the governing board to set the direction for a whole-school approach to careers guidance, making sure it is aligned with the school's vision, priorities and development plans
- Support the careers team to deliver the school's careers programme
- Build careers into staff development for teachers and support staff, and make sure that the careers leader, careers adviser and senior leaders receive training and development to deliver high-quality careers provision
- Make sure that personal guidance is provided to pupils by a qualified careers adviser
- Network with employers, education and training providers, and other careers organisations

3.3 Senior leadership team (SLT)

The SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure the careers leader is allocated sufficient time and budget, and has the appropriate training, to perform their duties to a high standard
- Support the careers adviser to deliver personal guidance to pupils, making sure it's well-resourced
- Work closely with the careers leader and careers adviser in the overall development and evaluation of the careers programme
- Network with employers, education and training providers, and other careers organisations

3.4 Careers leader

Our careers leader is Laura Moor and they can be contacted by emailing lmoor@chorustrust.org

Our careers leader will:

- Take responsibility for planning and delivering the careers programme and work towards meeting the Gatsby Benchmarks in a meaningful way
- Coordinate and manage careers activities and the budget for these
- Work with the SLT to make sure the careers programme is informed by a strategic careers plan aligned to the school's priorities
- Engage parents and carers throughout
- Establish and develop key relationships to drive progress and continuously improve the careers programme
- Establish and develop links with external employers, education and training providers, and careers organisations
- Use and sequence labour market information (LMI) throughout the careers programme, tailoring it to individual circumstances



- Support the careers adviser to work with relevant staff, including the SENCO, subject teachers and pastoral teams
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
 - Engage with the relevant virtual school head and ensure a joined-up approach to identifying and supporting pupils' career ambitions
- Evaluate and continuously improve the careers programme, drawing on feedback from all stakeholders and the destinations of pupils
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.5 Careers adviser

Our careers leader is Laura Moor. They will:

- Support pupils to make effective career decisions
- Work with the careers leader and SENCO to identify the needs of pupils with SEND and provide personalised support
- Contribute to the overall development and evaluation of the careers programme

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces



7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

Our careers programme is delivered through a number of methods, including:

- Lessons
- Tutor led sessions
- Displays
- Careers Events
- Guest speakers
- Assemblies

4.1 How we meet our requirements

All subjects link curriculum learning with careers. Additionally, our PSHE curriculum includes information on careers and employability.

Every pupil will receive at least 1 personal guidance meeting with a careers adviser by age 16.

- Information about personal guidance support, and how to access it, will be communicated to pupils, parents and carers, and other stakeholders, including through the school website.

Key stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects, and give students a broad understanding of a range of careers and industries within and beyond our community. This includes:



| Year | Content – Timetables lesson Titles | Learning Outcomes (CDI Framework) | Measurable Impact |
|------|--|---|--|
| Y7 | Transition to Secondary School ✓ Managing Change ✓ Getting to know people ✓ Careers and your future ✓ Financial Education ✓ Transition Points in your life ✓ The Equality Act 2010 and Protected Characteristics ✓ Breaking down stereotypes ✓ Prejudice and discrimination ✓ Unifrog Introduction lesson (LMI) Careers based Assembly National Careers week registration time lessons Annual Careers Fair visit and treasure hunt Protected Characteristics Assembly Ambition for All Assembly | ✓ Managing the transition to secondary school ✓ Being aware that careers describes their journey through life, learning and work ✓ Being willing to challenge themselves and try new things. ✓ Being aware of a range of possible jobs ✓ Being aware of a range of different sectors and organisation where they can work ✓ Developing Friendships and relationships with others ✓ Being aware of the rights and responsibilities in the workplace and society ✓ Recognising injustices caused by prejudice, stereotypes and discrimination in learning and workplaces ✓ Being aware of trends in local LMI ✓ Being aware of the relationship between career, politics and the economy ✓ Recording achievements (Unifrog) | ✓ Students can articulate self-awareness, self-determination and self-improvement strategies ✓ Transition is positive to school (Parental Voice, Student Voice) ✓ Feedback from Compass+ Questionnaire ✓ Tracking on UNIFROG of careers interactions (by groups) ✓ Attendance to careers fair ✓ Track visiting speakers or employer engagement opportunities on Unifrog ✓ Opportunity to apply for student leadership positions. |
| Y8 | Careers – Self -Identity ✓ Proud to be me! ✓ Protected Characteristics ✓ Employability skills and target setting ✓ Proud to be me + Careers choices ✓ Careers Interests and job ideas ✓ Self Esteem and the media ✓ Labour Market Information ✓ Unifrog recap lesson (LMI) ✓ Exploring Careers ✓ Qualities and skills (What's my strength) ✓ Building a community ✓ Financial Education Y8 Work Shadowing experience Y8 Enterprise activity for those in school DANCOP visiting speakers Protected Characteristics Assembly Ambition for All Assembly | ✓ Being aware of the concept of entrepreneurialism and self-employment ✓ Being able to identify role models and the value of leadership ✓ Being aware of trends in local LMI ✓ Being aware of sources of help and support available and responding positively to feedback. ✓ Being aware that learning skills and qualifications are important for career ✓ Recording achievements (Unifrog) ✓ Being aware of heritage, identity and values. ✓ Identify common sources of information about labour market and the education system ✓ Being aware of a range of ways that organisations undertake recruitment and selection ✓ Being aware of main learning pathways (e.g. university, college and apprenticeships) ✓ Imagining a range of possibilities for themselves in their career ✓ Being aware that many jobs require learning skills and minimum qualifications ✓ Being aware of a range of different media, information and view points. | ✓ Positive engagement with work shadowing – participation numbers ✓ Feedback from Compass+ Questionnaire ✓ Opportunity to apply for student leadership positions. ✓ Tracking on UNIFROG of careers interactions (by groups) ✓ Attendance to careers fair ✓ Track visiting speakers or employer engagement opportunities on Unifrog |



| Year | Content – Timetables lesson Titles | Learning Outcomes (CDI Framework) | Measurable Impact |
|------|--|---|--|
| Y9 | <ul style="list-style-type: none"> ✓ My Future and Decision Making ✓ Goal Setting and decision making – my 10 year plan ✓ From Failure to success ✓ Personal Growth and Resilience ✓ What is your strength? ✓ Careers – My future ✓ Careers and LMI – future jobs ✓ Unifrog recap lesson (LMI) ✓ Exploring careers ✓ Pathways to employment ✓ Employment and Financial Management ✓ Financial Education (Budgeting, Saving, protecting your finances) ✓ Identifying my strengths and interests ✓ GCSE Options and Choices ✓ What makes a good leader? ✓ Your skill, Your team, Your future. ✓ Telling people about your activities ✓ – Promoting Leadership Ops ✓ Careers Fair Prep ✓ LORIC (Leadership, Organisation, Resilience, Organisation, Communication) <p>Options Decision Making Event and Assemblies</p> <p>Protected Characteristics assembly</p> <p>Ambition for All Assembly</p> | <ul style="list-style-type: none"> ✓ Managing the transition to KS4 and preparing for GCSE’s ✓ Learning from setbacks and challenges ✓ Looking forward to my future ✓ Being aware that it is important to take the initiative in their learning and life ✓ Being aware of trends in local LMI ✓ Being aware of money and that individuals and families have to actively manage their finances. ✓ Being aware of sources of help and support available and responding positively to feedback. ✓ Being aware that learning skills and qualifications are important for career | <ul style="list-style-type: none"> ✓ Feedback from Compass+ Questionnaire ✓ Opportunity to apply for student leadership positions. ✓ Tracking on UNIFROG of careers interactions (by groups) ✓ Attendance to careers fair ✓ Attendance to Options information evening for parents and students ✓ Track visiting speakers or employer engagement opportunities on Unifrog |

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 8 or 9 (this is set out in more detail in our provider access policy statement, which can be found on the school website)
- 1 week’s worth of work experience activities

Key stage 4

Our Key Stage 4 careers programme will support pupils research and understand their choices and routes into education and training. Students experience tailored post-16 pathways based on individual need. This includes:



| Year | Content – Timetables lesson Titles | ✓ Learning Outcomes (CDI Framework) | ✓ Measurable Impact |
|------|---|--|--|
| Y10 | <ul style="list-style-type: none"> Transition to KS4 study ✓ Work Experience prep lessons ✓ WEX reflection lesson ✓ Team Players ✓ My competencies and skills ✓ CV and professional emails ✓ Networking, professionalism and how to contact placement ✓ Where and how to access support for KS4 study ✓ Rights and Responsibilities ✓ Consumer Rights ✓ Employment Rights ✓ Exploring my pay check ✓ Health and Safety ✓ GDPR and the law ✓ My responsibility in the workplace ✓ Keeping data safe ✓ Modern Day slavery ✓ My future plans ✓ Goal Setting– writing a careers action plan ✓ UNIFROG recap lesson (LMI) ✓ My personal profile (online and offline) <p>Y10 Work Experience week – preparation and reflection activities</p> <p>Y10 DANCOP Visiting speakers</p> <p>Y10 Aspire Programme (6th form mentor, special events and speakers from HE, visit to local HE institutions)</p> <p>Protected characteristics assembly</p> <p>Ambition for All Assembly</p> | <ul style="list-style-type: none"> ✓ Managing the transition to KS4 and preparing for GCSE’s ✓ Taking steps to achieve in their GCSE’s and make decisions about post-16 pathway ✓ Make plans and develop a pathway into their future ✓ Responding positively to help, support and feedback ✓ Researching the labour market and education system ✓ recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it ✓ researching the learning and qualification requirements for jobs and careers that they are ✓ developing knowledge of rights and responsibilities in the workplace and in society ✓ recognising the role that money and finances will play, in the decisions that they make and, in their life and career ✓ researching the range of workplaces and what it is like to work there | <ul style="list-style-type: none"> ✓ Successful transition to KS4 (course retention) ✓ Feedback from Compass+ Questionnaire ✓ Opportunity to apply for student leadership positions. ✓ Tracking on UNIFROG of careers interactions (by groups) ✓ Attendance to careers fair ✓ Positive feedback on WEX (all students attend some form even if bespoke package with the Trust) ✓ Track visiting speakers or employer engagement opportunities on Unifrog |



| Year | Content – Timetables lesson Titles | ✓ Learning Outcomes (CDI Framework) | ✓ Measurable Impact |
|------|---|--|--|
| Y11 | Drop Down Day - Your Future and Beyond Event (College Visits, 6 th form event, interview skills event and Apprenticeship providers) ✓ Know your rights (The Equality Act) ✓ Finances in the real world ✓ Working and earning ✓ Budgeting for a family ✓ Rights and responsibility ✓ UNIFROG recap lesson ✓ Time Management ✓ Writing a CV ✓ Writing a personal statement ✓ Insta life V's Real Life – Online reputation ✓ The application process ✓ Goal Setting – writing a careers action plan ✓ Use of Unifrog tools to explore LMI ✓ Post 16 Options ✓ Post 16 applications Protected Characteristics Assembly Post 16 application drop in service Ambition for All Assembly | ✓ Make plans and develop a pathway into their future ✓ researching how recruitment and selection processes work and what they need to do to succeed in them ✓ researching the learning and qualification requirements for jobs and careers that they are interested in ✓ recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it ✓ making plans and developing a pathway into their future ✓ taking steps to achieve in their GCSEs and make a decision about their post-16 pathway ✓ exploring local and national labour market trends ✓ exploring the relationship between career and the environment ✓ exploring the relationship between career, community and society ✓ evaluating different media, information sources and viewpoints | ✓ Feedback from Compass+ Questionnaire ✓ Opportunity to apply for student leadership positions. ✓ Tracking on UNIFROG of careers interactions (by groups) ✓ Attendance to careers fair ✓ Attendance to 6 th form information evening ✓ Number of students who attend taster sessions or open days ✓ Participation in NCS recruitment opportunities ✓ Track visiting speakers or employer engagement opportunities on Unifrog |

We are meeting our requirements to provide:

- At least 2 encounters with providers of technical education or apprenticeships in year 10 or 11 (this is set out in more detail in our provider access policy statement, which can be found on the school website)
- 1 week's worth of work experience placement(s)

Key stage 5

Our Key Stage 5 careers programme supports pupils in planning for their future, including university and alternative pathways. This includes:



| Year | Content – Timetables lesson Titles | Learning Outcomes (CDI Framework) | Measurable Impact |
|------|--|---|---|
| Y12 | <ul style="list-style-type: none"> Building Futures ✓ 1:1 Mentoring ✓ Professional email etiquette ✓ Unifrog and recording your careers interactions ✓ CV updates ✓ Standing out from the crowd ✓ Careers Safari – Pathways researching events ✓ Managing Stress and performance ✓ Apprenticeship Events ✓ HE and FE events ✓ Goal Setting– writing a careers action plan <p>University Visits Apprenticeship provider visits Alumni Visits Careers Week Y12 Work Experience in Y12 x2 Industry Mentor x 3 meetings</p> <p>Young Enterprise (Company Competition)</p> | <ul style="list-style-type: none"> ✓ managing the transition into the post-16 learning context and preparing for post-18 transitions ✓ actively seeking out help, support and feedback ✓ taking responsibility for their learning and aiming high ✓ seeking out challenges and opportunities for development ✓ reflecting on and recording achievements, experiences and learning and communicating them to others ✓ planning their next steps in learning and work ✓ developing a clear direction of travel in their career and actively pursuing this actively seeking out information on the labour market and education system to support their career ✓ having a clear understanding of the learning pathways and qualifications that they will need to pursue their career ✓ actively researching and reflecting on workplaces, workplace culture and expectations ✓ building and maintaining relationships and networks within and beyond the school ✓ being proactive about their life, learning and career ✓ being creative and agile as they develop their career pathway ✓ representing themselves and others ✓ acting as a leader, role model or example to others ✓ considering entrepreneurialism and self-employment as a career pathway ✓ planning for the kind of balance of work and life that they want ✓ taking action to improve their physical and mental wellbeing ✓ beginning to manage their own money and plan their finances (e.g. thinking about student loans) | <ul style="list-style-type: none"> ✓ Successful transition to KS5 (course retention) ✓ Feedback from Compass Questionnaire ✓ Opportunity to apply for student leadership positions. ✓ Complete Skills tool framework on Unifrog ✓ Tracking on UNIFROG of careers interactions (by groups) ✓ Attendance to careers fair ✓ Positive feedback on WEX (all students attend) ✓ Engagement with careers based events for parents and students ✓ Participation in NCS recruitment opportunities ✓ Participation in UCAS events / visits / open days ✓ Participation in careers week activities ✓ Track visiting speakers or employer engagement opportunities on Unifrog |



| Year | Content – Timetables lesson Titles | Learning Outcomes (CDI Framework) | Measurable Impact |
|------|---|---|---|
| Y13 | <ul style="list-style-type: none"> ✓ Personal Finance – Y12/13 ✓ Writing a personal Statement ✓ The Application Process ✓ The UCAS process ✓ Alumni Events to support different pathway options ✓ Interview skills and Mock Interviews ✓ External speakers and events from University ✓ Goal Setting– writing a careers action plan ✓ Life skills – Finance, cooking on budget, living away from home/ | <ul style="list-style-type: none"> ✓ actively planning, prioritising and setting targets for their future ✓ actively researching and reflecting on workplaces, workplace culture and expectations ✓ analysing and preparing for recruitment and selection processes ✓ being able to describe the concept of career and say what it means to them ✓ building their confidence and optimism about their future and acting on it ✓ actively planning, prioritising and setting targets for their future ✓ considering the risks and rewards of different pathways and career and deciding between them ✓ being proactive about being resilient and learning from setbacks ✓ managing the transition into the post-16 learning context and preparing for post-18 transitions ✓ actively shaping their involvement in their family and community as part of their career planning ✓ planning for different life stages and considering the different life roles that they want to play ✓ being aware of their role in ensuring rights and responsibilities in the workplace and in society ✓ taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them ✓ considering entrepreneurialism and self-employment as a career pathway beginning to manage their own money and plan their finances (e.g. thinking about student loans) | <ul style="list-style-type: none"> ✓ Feedback from Compass Questionnaire ✓ Tracking on UNIFROG of careers interactions (by groups) ✓ Attendance to careers fair ✓ Complete Skills tool framework on Unifrog ✓ Attendance to 6th form information evening ✓ Number of students who attend taster sessions or open days ✓ Participation in UCAS events ✓ Track visiting speakers or employer engagement opportunities on Unifrog |

4.2 Pupils with special educational needs or disabilities (SEND)

All pupils with SEND will be supported with a careers programme that follows the Gatsby Benchmarks. We expect that the majority of pupils with SEND will follow the same careers programme as their classmates, with adjustments and additional support as needed. Information, opportunities and support will be personalised and sequenced to meet the needs of each pupil with SEND and their families.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.



No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.3 Access to our careers programme information

A summary of our school's careers programme is published on our school website, including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting the careers leader.

4.4 Access to pupil participation records

We measure the progress of pupils and keep records as they move through the Key Stages.

We collect, maintain and use accurate data for each pupil on their aspirations, intended and immediate education, and training or employment destinations, to inform personalised support. We also keep records for each pupil of their participation in the careers programme, the individual advice given to them and subsequent agreed decisions.

Pupils have access to these records to support them during transition points and in their career development.

These records will be kept in line with our data protection policy, [which can be found on the Trust Website](#).

4.5 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Intended Destination Survey for Y11 to Y13 3 times per year using UNIFROG
- COMPASS+ Careers Questionnaire for ALL students Y7 to Y13 annually
- NEET figures and destination data analysis and tracking (Y11 and Y13)
- Student Voice Opportunities for Personal Development
- Parental feedback to Careers Newsletters and Events promotion
- WEX evaluations and feedback from Y8, Y10 and Y12
- Teacher and Ipsative assessment during PSHE and LIFE curriculum lessons
- Feedback from employers

5. Links to other policies

This policy links to the following policies

- Provider Access Policy Statement
- Safeguarding & Child Protection Policy
- Curriculum Policy



6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the Quality of Education Committee and reviewed annually.

The next review date is September 2026